

ECPT7004/ECPT6007

The Teaching Toolkit 2

Assessment & evaluation in education



11/27/2023

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Learning outcomes

- Explore effective strategies for assessment and feedback.
- Analyse the role of evaluation in improving teaching and learning.
- Critically reflect on the role of assessment within their own teaching practice/area of expertise

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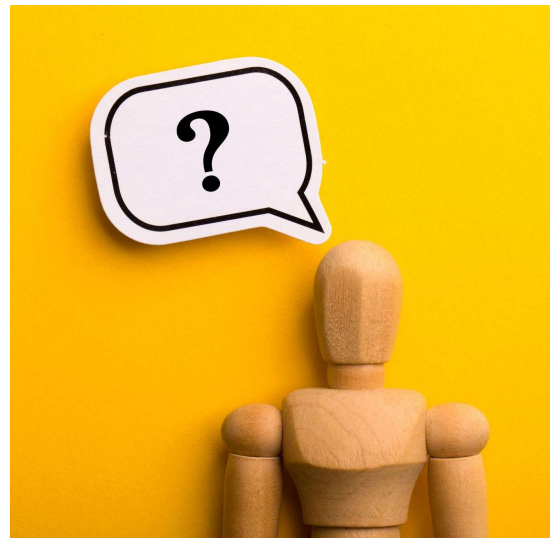
Understanding assessment – defining key terms

- Formative assessment
- Summative assessment
- Criterion-referencing
- Norm-referencing
- Validity
- Reliability
- Feedback
- Feedforward
- Authentic assessment
- Rubric

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Question

Why do we assess learners in education?



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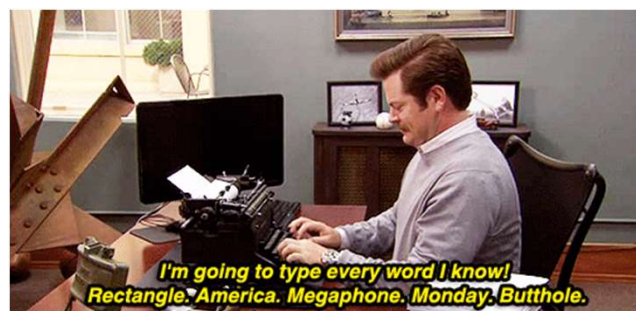
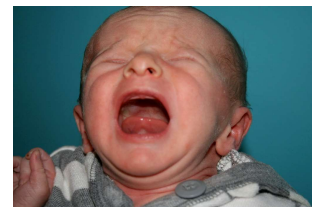
The significance of assessment for learners

- Race (2005) assessment drives learning for students and they devote energy to those aspects which count towards their final grade, often at the expense of other elements that could enhance the quality of their overall learning.
- Therefore it is important that we consider how we can use assessment to our best advantage to acknowledge this with our learners.

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Experiences of assessment

- What are our experiences of assessment practices?
- *'Do mountains matter?'*
- 2500 words



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Key issues in relation to assessment

- Recent developments focus on the student as self-assessor, also known as self-regulation
- Research shows that there are strong positive benefits for students to be involved in their own assessment
- The need for authentic assessment
- Inclusivity and assessment
- The impact of generative artificial intelligence

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Assessment has the most effect when: (Boud & Associates 2010)

- It is used to engage students in learning that is productive
- Feedback is used to actively improve student learning
- Students and teachers become responsible partners in learning
- Students are inducted into the assessment practices and culture
- Assessment for learning is placed at the heart of subject and programme design
- Assessment for learning is a focus for staff and institutional development
- Assessment provides inclusive and trustworthy representation of student achievement

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Scenario

You are teaching your course to a diverse group of students with varying learning styles, abilities, and cultural backgrounds.

Review your assessment strategy to ensure it is inclusive and accommodates the diverse needs of your students. Consider both formative and summative assessments and how to provide meaningful feedback to support all learners.

Think about:

- How can you design formative assessments that cater to different learning styles and abilities?
- In what ways can you adapt your summative assessments to ensure they are accessible to all students?

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Feedback

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What do we understand about feedback?

- Ways in which we can provide feedback to learners
- Feedback from learners
- Feedback to learners
- Links to feedforward

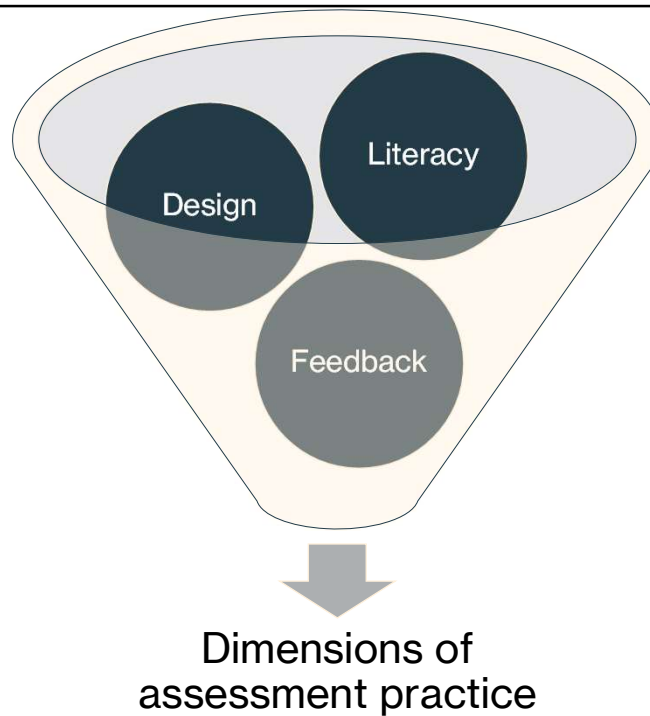
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Why do we need feedback for learners?

- Raise awareness of students on the strengths of their work
- Can help to boost confidence regarding their strengths and abilities
- Allows for guidance on further skills development
- Enhance the ability of students to audit their own work and their judgement of their own abilities
- *'Writing comments on assignments, however, remains a major component of teachers' workload in higher education.'* (Gibbs and Simpson, 2005, p.10)

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Evans (2016)



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The role of feedback in learning

(Gibbs and Simpson, 2011, p.19-20)

- Correct errors
- Develop understanding through explanations
- Generate more learning by suggesting further specific study tasks
- Promote the development of generic skills by focusing on the evidence of the use of skills rather than on the content
- Promote meta-cognition by encouraging students' reflection and awareness of learning processes involved in the assignment
- Encourage students to continue studying

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What should feedback be?

Timely

Help students to improve their learning

Clear detailed, specific

Forward facing

Builds motivation and self esteem

Targeted to the purpose of the assignment on the criteria for success

Encourage dialogue

Help students develop ability to make judgements on own work

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Constructive feedback

Providing feedback to others.

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Scenario

- Review the assessment strategy you devised for the earlier scenario where you were asked to consider inclusivity
- Now think about what strategies will you implement to provide constructive and supportive feedback that fosters an inclusive learning environment?

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Feedback and evaluation for professional development, teaching and learning

- What are the ways in which we can evaluate the success of teaching and learning?
- What are the challenges and benefits of evaluating teaching and learning?

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Approaches to evaluation

- Peer review
- Reflective practice
- Use of learner analytics
- Student-led feedback
- Industry and employer partnerships
- External review

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Scenario

You are responsible for a course that has recently transitioned to a blended learning model, combining in-person and online components.

Task

Conduct an evaluation of the effectiveness of the blended learning approach. Consider both quantitative and qualitative data to assess student engagement, learning outcomes, and overall satisfaction.

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References/further reading

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- Curzon, L.B., & Tummons, J. (2013) *Teaching in Further Education: an outline of principles and practice*. London: Bloomsbury.
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